

# YES!

YOUTH  
EMPOWERMENT  
FOR  
SOCIAL  
INCLUSION

## Module 4 Civic Changemaking

Verein zur sozialen und beruflichen



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cesie  
the world is only one creature



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# Introduction



The purpose of the civic changemaking module is to further support and develop participants' ideas in practice, with practical implementation plans.

The module is going to be built into two different lessons/activities and one self-evaluation game.

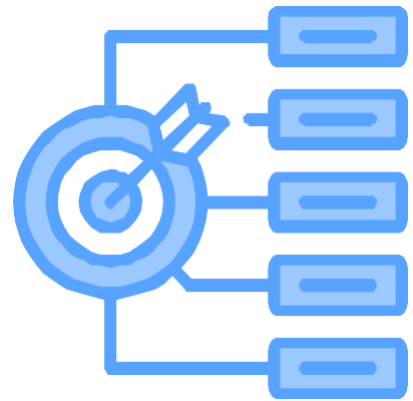
The first activity is the self-evaluation game called "BingoCivic." Facilitators will use a specific template of the game (see Annex) for both face-to-face (F2F) and online versions. The basic activity of lesson 1 is named "Superheroes Changemakers." In this game, participants will have to find out the skills, values, and attitudes that a changemaker should have, followed by an evaluation.

The second activity is a role-playing game called "Making Links & Solving Problems." For this activity, participants will work together to find the links between different groups and how they can solve a problem by working together. For the online version of these activities, facilitators will need to make some adjustments for the online meeting. At the end of the activities, they will need to evaluate the activities and themselves.

# Objectives

This module aims to:

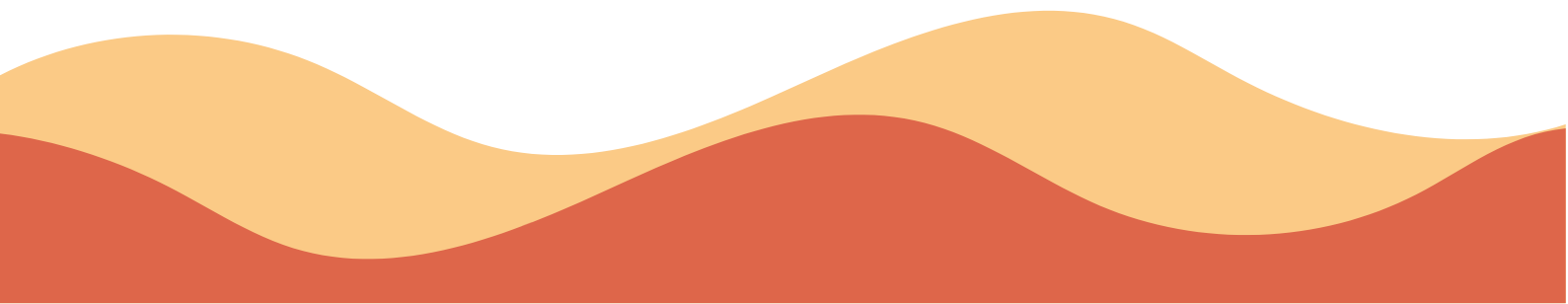
- ♦ explain how someone can become a changemaker in his/her community
- ♦ suggest good practises of engaging youth to interact with their community
- ♦ recommend good examples of civic engagement
- ♦ explain the use of role playing and team work activities in order to help the participants get involved in the community and become changemakers



# Outcomes

The outcomes of this module are:

- ♦ To empower young people and their interaction with their local community
- ♦ The engagement of the youth with the activities
- ♦ Develop communication skills
- ♦ Develop their critical thinking
- ♦ Engage them in activities to boost their negotiation skills
- ♦ The participants will be able to evaluate themselves



# Theoretical part



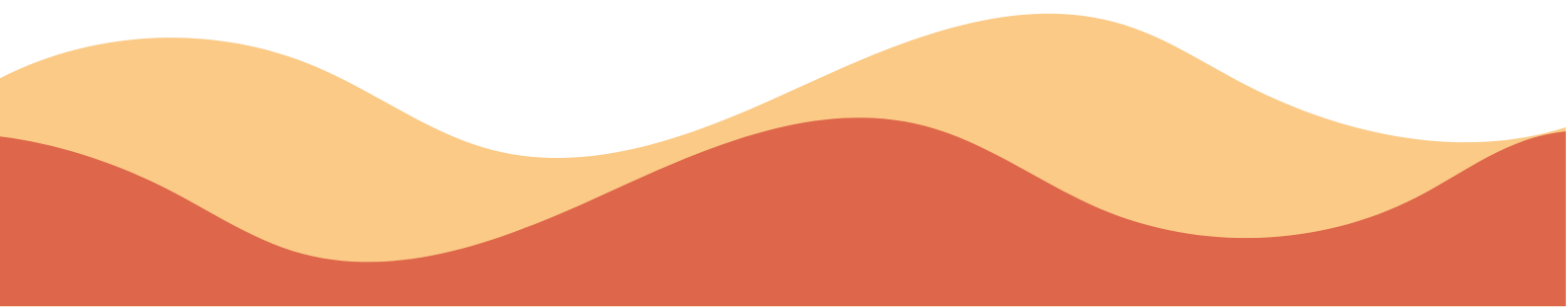
Youth are defined as those people from age 16 to 30 years old. Participation is essential in order to engage youth, include them in society/ community and empower them. In Europe there is a belief that youth should participate in social life, not only by voting or standing for elections, but also by giving them the chance to influence others with their opinion, be engaged in actions or decision making, and change the community they live in (Council of Europe, 2021).

However, only 12.1% of the youth in Europe participate in formal or informal volunteer activities or considered to be active citizens in their countries (Eurostat, 2020). As a result, the European Commission (2022-2023) included in its objectives the necessity to engage the youth in order to participate in civic society and help them interact and cultivate a positive dialogue with the local, regional and transnational authority level, in order to make a difference.

Therefore, a civic changemaker is someone who takes creative actions, in order to make a difference in his/hers society or to solve a civic problem. This engagement could be either paid or unpaid form of activism that entails great work in order to develop skills and values, or to motivate other people to make a difference.

It is important to notice that a changemaker should have specific skills, values and attitude, in order to make a difference. The skills that are crucial for someone to have are creativity, collaborative leadership, communication skills, empathy, to be a good listener and have thoughtfulness. The attitude of a changemaker should be determined with the following characteristics: Confident, thoughtful, empathetic, inspiring, flexible-open minded, passionate, modest, authentic and positive, friendly. Lastly, the Values to be upheld are respect for others, honesty, fairness, democratic thought.

One of the main problems that the future youth changemakers in Thessaloniki have stressed out is that the local community and society lacks quality of education, in the area of counselling about the labour market, the stereotypes about volunteerism and active citizenship etc. In addition, in Thessaloniki, and in general in Greece, there is a lack of a volunteering mentality among youth and the general population. Therefore, we need to find and create activities to engage youth in participating in volunteer groups and associations in order to help them become changemakers for their society/ or community. In the Greek context, a youth organisation that was founded by a young changemaker (Ioannis Charchantis) is InfinityGreece; it started as a volunteer group and today empowers youth in the digital era and media tools, while running a variety of educational training programs.



# 1st Activity

## Superhero Changemaker

### F2F Version



**Duration:** 60 minutes



#### Overview and goal(s)

The activity is inspired from the SWOT analysis; however, it has a twist. The objective of the activity is to help participants find out which are the skills, the values and the attitude of a changemaker.



#### Learning Outcomes

Throughout this activity, the participants will

- ♦ interact with each other and exchange ideas with each other
- ♦ they will develop the value of cooperation and collaboration,
- ♦ they will cultivate the value of respect of each other's thoughts, feelings and experiences
- ♦ they will cultivate their critical thinking
- ♦ they will expand their knowledge on how to become a changemaker and what skills they need
- ♦ they will evaluate themselves.



#### Training Method Used:

The training method is based on the participative method of learning. The participants will use brainstorming and collaborative training.

# 1st Activity

## Superhero Changemaker

### F2F Version



#### Self-evaluation activity

Before they start with the basic activity, you can do an energizer. This energizer could be a BINGO game (see Annex). The participants will play this game in order to find out if they have helped their community to change and to tell us the ways they did help for that change. The coordinator of the activity will share leaflets of the bingo game (Annex). Then he/she is going to explain that while he/she reads the actions of the bingo the participants need to mark the actions that have participated in the past. If someone has filled a line (vertical or horizontal) then needs to shout Bingo!



#### Basic Activity

In order for a person to become a changemaker, he/she needs to have specific skills, values and attitude, if he/she wants to make a difference to the community.

- ♦ **Skills-** The skills a changemaker needs are creativity, collaborative leadership, communication skills, empathy, active listening, thoughtfulness
- ♦ **Values-** Respect of other people, honesty, fairness, honesty, democratic
- ♦ **Attitude-** A changemaker should be Confident, thoughtful, empathetic, inspiring, flexible-open minded, passionate, modest, authentic and positive, friendly

Therefore, we will separate the participants into groups and we will ask them to discuss with each other what are the skills, the attitude and the values they should have as future changemakers. In the end we will give them the opportunity to work all together as one, and decide which are the basic characteristics of each category given (See Annex).

After the activity we will summarise through discussion about the skills and the values they should have to achieve in their community as changemakers.



# 1st Activity

## Superhero Changemaker

### F2F Version



#### Materials needed

The teams will need to use pen/markers and A3 papers of flipcharts to write down their thoughts as a result of the brainstorming and then, we will provide them with cardboard and markers to write down all together what they found out.



#### Sources

Ashoka, Changemaker skills, Greece, Retrieved from

<https://www.ashoka.org/en-gr/collection/changemaker-skills>

Chantal van Kempen (2015), *16 common characteristics of a change-maker*, Retrieved from <https://www.linkedin.com/pulse/16-common-characteristics-change-maker-chantal-van-kempen>



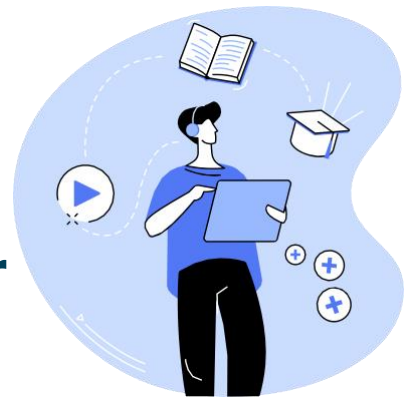
#### Assessment

The participants will assess their own selves. The assessment will be done with 4 graphs of an equation type, for the following four categories (Skills I have, values I have, attitude I have, how much of a changemaker I am). For each category the participants need to mark where they believe or feel they are.

# 1st Activity

## Superhero Changemaker

### Online Version



**Duration:** 60 minutes



#### Overview and goal(s)

The activity is inspired from the SWOT analysis; however, it has a twist. The objective of the activity is to help participants find out which are the skills, the values and the attitude of a changemaker.



#### Learning Outcomes

Throughout this activity, the participants will

- interact with each other and exchange ideas with each other
- they will develop the value of cooperation and collaboration,
- they will cultivate the value of respect of each other's thoughts, feelings and experiences
- they will cultivate their critical thinking
- they will expand their knowledge on how to become a changemaker and what skills they need
- they will evaluate themselves.



#### Training Method Used:

The training method is based on the participative method of learning. The participants will use brainstorming and collaborative training.

# 1st Activity

## Superhero Changemaker

### Online Version



#### Self-evaluation activity

Before they start with the basic activity, you can do an energizer. This energizer could be a BINGO game (see Annex). The participants will play this game in order to find out if they have helped their community to change and to tell us the ways they did help for that change. The coordinator of the activity will share screen a leaflet of a bingo game (Annex). Then he/she is going to explain that while he/she reads the actions of the bingo the participants need to activate the annotating tool and mark the actions that have participated in the past. If someone has filled a line (vertical or horizontal) then needs to switch on their microphone and shout Bingo!



#### Basic Activity

In order for a person to become a changemaker, he/she needs to have specific skills, values and attitude, if he/she wants to make a difference to the community.

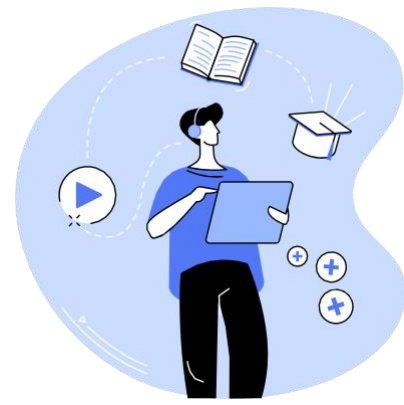
We will separate the participants into breakout groups and we will ask them to discuss with each other what are the skills, the attitude and the values they should have as future changemakers. In the end, each group will present their findings in front of everyone and write them on a wallpaper that is going to be shared with them.

After the activity we will summarise the theory in order for them to have a complete picture of the theoretical background, the skills and the values they should have to achieve in their community as changemakers.

# 1st Activity

## Superhero Changemaker

### Online Version



#### Tips for online implementation

You need to have in the breakout rooms a staff member of the partners that knows how to facilitate the activity and boost the confidence of the participants if they do not.



#### Sources

Ashoka, Changemaker skills, Greece, Retrieved from <https://www.ashoka.org/en-gr/collection/changemaker-skills>

Chantal van Kempen (2015), 16 common characteristics of a change-maker, Retrieved from <https://www.linkedin.com/pulse/16-common-characteristics-change-maker-chantal-van-kempen>



#### Assessment

The participants will assess their own selves, in order for them to find out if they have the skills, the attitude and the values to become future changemakers. The assessment will be done with 4 graphs of an equation type, for the following four categories Skills I have, values I have, attitude I have, how much do I feel that I could be a changemaker), and they will mark with the use of the annotate tool, where they think they belong. The participants will assess their own selves.

# 2nd Activity

## Making links & solving problems

### F2F Version



**Duration:** 90 minutes



#### Overview and goal(s)

The activity will be role playing. The goal of this activity is to make the participants work together in order to find the links between different groups and how they will solve a problem with each other's help.



#### Learning Outcomes:

- ♦ Throughout this activity, the participants will be able to interact with each other and exchange ideas with each other,
- ♦ they will develop the value of cooperation and collaboration,
- ♦ learn skills that they may use (debate, negotiation, team work, persuasion),
- ♦ they will cultivate the value of respect of each other's thoughts, feelings and experiences,
- ♦ they will cultivate their critical thinking,
- ♦ they will be motivated as they will be provided with real-world scenarios,
- ♦ they will promote civic participation

# 2nd Activity

## Making links & solving problems

### F2F Version



#### Activity

Role playing is a training method that gives the opportunity to the participants to step into someone else's shoes and simulate a situation. The aim of the role playing is to engage participants with real life scenarios and help them deal with experiences that might be stressful, complex, unfamiliar and controversial, while they can stimulate the feelings and beliefs of the participants, and therefore exchange their thoughts and feelings with each other.

The activity is going to be named “Making links & solving problems” and it needs to follow the next steps:

1. Divide the participants into 4 groups with the names: young people, university, local authority, volunteer group/NGO and give each group a colour, for example young people-yellow, NGO-red, University-green, local authority-blue.
2. Each group will have to solve the same problem we are going to give them, keeping in mind the role that they play (young people, NGO, university, local authority). They need to find at least 5 solutions and how one group will help the other to make the solution happen in reality.
3. We will give them 50 minutes to brainstorm, find and write their solutions. Here you need to remind them that the solutions should be solved with the contribution of another group (for example if you are in the team of young people you need to find a solution that is going to be solved with the help of the university)
4. Then we bring the groups together to present their solutions and let the other groups share their reactions or feedback. In the beginning of the presentations the coordinator of the activities will have to explain the use of the strings of wool that are given to them.
5. More specifically, every time a group presents a solution that needs the contribution of another group, they need to connect their solution with a string of wool in the colour of the group. Example: If the problem was “how to make our city sustainable” the group of young people says that the local authority needs to settle more recycle bins in the streets, therefore they take a blue string and they connect their solution to the flip chart of local authority.
6. In the end of the activity the participants will acknowledge that in order to solve the problem all the groups need to contribute.

# 2nd Activity

## Making links & solving problems

### F2F Version



#### Training Method Used:

The training method that is followed for this activity is role playing, as well as brainstorming and team working.



#### Materials needed

They will need markers, pins, strings of wood in different colours (red: local authorities, yellow: young people, green: university, blue: NGO) and A3 papers or flipcharts in order to present to us their solution to the problem.



#### Sources

Council of Europe, Compass Manual for Human Rights Education with Young People, <https://rm.coe.int/compass-eng-rev-2020-web/1680a08e40>



#### Assessment

The assessment will be through an online quiz (google forms) that they are going to do after the end of the activity all together.

# 2nd Activity

## Making links & solving problems

### Online Version



**Duration:** 90 minutes



#### **Overview and goal(s)**

The activity will be role playing. The goal of this activity is to make the participants work together in order to find the links between different groups and how they will solve a problem with each other's help.



#### **Learning Outcomes:**

- ♦ Throughout this activity, the participants will be able to interact with each other and exchange ideas with each other,
- ♦ they will develop the value of cooperation and collaboration,
- ♦ learn skills that they may use (debate, negotiation, team work, persuasion),
- ♦ they will cultivate the value of respect of each other's thoughts, feelings and experiences,
- ♦ they will cultivate their critical thinking,
- ♦ they will be motivated as they will be provided with real-world scenarios,
- ♦ they will promote civic participation



# 2nd Activity

## Making links & solving problems

### Online Version



#### Activity

The activity is going to be named “Making links & solving problems” and it is needed to follow the next steps:

1. Divide the participants into 4 breakout groups: young people, university, local authority, volunteer group/NGO and give each group a colour, for example young people-yellow, NGO-red, University-green, local authority-blue.
2. Each group will have to solve the same problem we are going to give them, keeping in mind the role that they play (young people, NGO, university, local authority). They need to find at least 5 solutions and how one group will help the other to make the solution happen in reality.
3. We will give them 50 minutes to brainstorm, find and write their solutions, in a google doc. Here you need to remind them that the solutions should be solved with the contribution of another group (for example if you are in the team of young people you need to find a solution that is going to be solved with the help of the university).
4. Then we bring the groups together to present their solutions and let the other groups share their reactions or feedback.
5. The coordinator of the activities will need to share all the documents on a screen so that everyone can see it. Moreover, he/she needs to explain that after the presentation of each group they need to connect their solution with another group.
6. Every time a group presents a solution that needs the contribution of another group, they need to connect their solution with a line from the annotating tools in the colour of the group. Example: If the problem was “how to make our city sustainable” the group of young people says that the local authority needs to settle more recycle bins in the streets, therefore they take a blue line and they connect their solution to the doc of local authority that they see. In the end of the activity the participants will acknowledge that in order to solve the problem all the groups need to contribute.

# 2nd Activity

## Making links & solving problems



### Online Version



#### Training Method Used:

The training method will be role playing with the use of brainstorming, while the participants will be engaged in a form of E-learning. They will also be self-evaluated.



#### Tips for online implementation

- we will need in the breakout rooms some staff members of the partners that will have the skills and knowledge how to facilitate the activity and boost the confidence of the participants if they do not.
- For all the activities they will need to give permission to the participants to activate the tool annotation, in order to participate in the activities.
- Moreover, it is important to create 4 different google documents in order to give them the opportunity to write down their solutions and then to share them with all.

# 2nd Activity

## Making links & solving problems

### Online Version



#### Sources

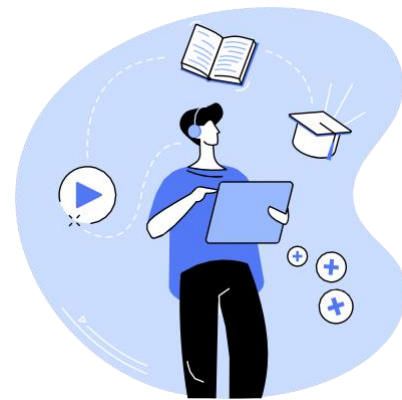
Council of Europe, Compass Manual for Human Rights Education with Young People, <https://rm.coe.int/compass-eng-rev-2020-web/1680a08e40>



#### Assessment

The assessment will be given to us with an online quiz (google forms) that they are going to do after the end of the activity. It is going to be asked, in a very polite way, to ask the google forms, while we are all still online.

# Good Practices



As a good practice it can be suggested to get an active role in volunteer groups, such as “Infinity Greece”, “United Societies of Balkans” and “Fix in Art”, and get involved with the social activities they implement. You can share with them successful stories of other young people that are in a way changemakers (we can use the videos to be developed in the context of R3).

Moreover, you can create workshops for students in order to interact with the volunteer groups and NGOs that they might get involved with, while we ask them to share their experience via Instagram. In addition, the local authorities can create a youth centre, where young people can come to talk about their concerns for the community, problems that they might have, or they can create together with the local administration workshops/ campaigns to raise awareness for some major issues and solve them.

In Europe after the Covid-19 era, there is a need more than ever, for the European countries to ensure that young people today can participate in democratic life and the community, and make a change, therefore the European Union has created some projects to help youth be engaged such as “European Youth Week”. As a result, it is necessary for Europe to create more projects like that to involve youth in the European community.

# Digital Resources & References



## Digital Resources

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# Digital Resources & References



## References

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# Annex



## Bingo game Activity 1- self evaluation



**CIVIC**  
*Bingo!*

IN HOW MANY OF THESE ACTIVITIES HAVE YOU PARTICIPATED?

Volunteering in the local community	Participated in webinars	Participate in hackathons	Took part on a gathering research
Protested for your beliefs	Have a voice at local authorities	Made a report to the local authorities	Used SWOT Analysis
Play sports with others	Spend time to youth centers	Use social media to share your experience	Engage other youth to activities
Be member of clubs	Provide opportunities to other youth	Help in youth centers	Took action to create change
Share your experience	Be an active member of clubs in university	Use social media to help others	Talk with other youth of my community



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# Annex



## Activity 1- Superhero Changemaker



Are you a Superhero Changemaker?

What do you need to  
become one?

### Skills, Values, Attitude

SUPERHERO  
CHANGEMAKER,  
16.5.2023

SKILLS	VALUES	ATTITUDE